

JOB DESCRIPTIONS
Deputy principal / Principal

(Draft: 12 August 2011)

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DEPUTY PRINCIPAL

1. JOB TITLE

Deputy Principal

2. THE AIM OF THE POST

- 2.1 To assist the Principal in managing the school and promoting the education of learners to agreed standards.
- 2.2 To undertake other delegated responsibilities as and when required. The needs, context and socio-economic circumstances of the school will be taken into account when the core job responsibilities are determined.

3. CORE DUTIES AND RESPONSIBILITIES OF THE POST

The duties and responsibilities of the job, as indicated below may include, but are not limited to the following:

3.1 GENERAL

To assist the Principal in his/her duties and to deputise for the Principal during her/his absence from school.

3.2 LEADING THE LEARNING SCHOOL

3.2.1 Curriculum Management

To provide support to the principal in professional leadership within the school, which involves a comprehensive understanding of the curriculum, and is required to:

- Collect data which will help in improving teaching and learning activities in the school
- Provide reports on teaching, support and other professional activities
- Ensure that there are functional curriculum structures in the school.
- Give instructions and guidelines for choice of textbooks, work of subject committees, developmental programmes, timetabling, admission and placement of learners.
- Oversee the mentoring, coaching and general support of novice and under-performing teachers.
- Assist the principal in ensuring that workloads are equitably distributed among the staff.

- To liaise with relevant structures regarding school curricula/co-curricula activities and curriculum development and ensure educator and learner involvement.

3.2.2. Teaching

- To engage in class teaching as per the workload of the relevant post level and the needs of the school.
- To be a class teacher if required.
- To assess and to record the attainment of learners taught and manage their progression.

3.2.3 Promoting Information, Communication and Technology (ICT) in Learning

- To co-ordinate the use of ICTs in supporting curriculum delivery and in recording learner progress.

3.2.4 Human Resource Support

- To facilitate learner guidance, discipline, compulsory attendance and the general welfare of all learners. Particular attention must be paid to ensuring that vulnerable learners have access to appropriate learning experiences and are adequately supported.
- To involve parents and other community members as resources and partners in the learning process.

3.3 MANAGING QUALITY AND SECURING ACCOUNTABILITY

3.3.1 Quality Assurance of the Learning Environment

- To co-ordinate the effective use and safekeeping of all movable and immovable assets in the school.
- To review Learning and Teaching Support Materials (LTSMs) and ensure that they are being used effectively.
- To ensure that all learners in the school have the required learning resources including textbooks and stationery.
- To ensure that the school has an efficient textbook retrieval system.
- To ensure that teachers in the school are in possession of the requisite reference material.

- To support the Principal in ensuring that:
 - a) the school has a purposeful and disciplined learning environment;
 - b) all educators and learners in the school are present and punctual, and
 - c) discipline is maintained.

3.3.2 Staff Appraisal

- To support the principal in managing the staff appraisal process and assisting in:
 - a) Conducting a staff skills audit;
 - b) Advocacy and training on staff appraisal processes;
 - c) Establishing staff development structures;
 - d) Conducting lesson observations,
 - e) Consolidating teacher appraisal reports from the Departmental Heads, and
 - f) Organising staff development and intervention programmes.

3.3.3 Learner Assessment

- To support the principal by ensuring that departmental policy/procedures are followed with regard to provincial/national examinations/assessment administration thereof (e.g. Grade 12 examinations, ANA, SBA).
- To ensure that all marking and moderation of learner assessments are completed within the required timeframes.
- To consolidate learner assessment outcomes, plan and monitor intervention activities.

3.4 DEVELOPING AND EMPOWERING SELF AND OTHERS

3.4.1 Staff Development (teachers and support staff)

- To assist the principal in the orientation and induction of new and inexperienced educators in developing and achieving the educational objectives in accordance with the needs of the school.
- To mentor, coach and provide general support for novice and under-performing teachers.
- To conduct opportunities for growth and development of staff.
- To establish retrieval and storage systems so that all staff members have access to Departmental Circulars and other information received that affects them.

- To facilitate a programme focussing on the wellbeing of the staff. This may include:
 - (a) Provision of constructive assistance to every employee who is experiencing personal challenges, be it physical illness, mental and emotional illness, family distress, financial, alcoholism, drug dependency, legal or other problems.
 - (b) Rendering a confidential service aimed at assisting employees to improve their efficiency and quality of life by means of preventive and remedial services.
 - (c) Timeously identifying, assessing and referring employees experiencing personal problems or poor work performance to specialist treatment, either internal or external services, for successful re-integration into the work environment. This will be in the form of direct, unlimited and confidential access to multilingual, toll-free psychological counselling services.
 - (d) Referring employees to appropriate counselling resources on a discretionary basis (i.e. with pre-authorisation) whose needs extend beyond the provision of telephone counselling.
 - (e) Preventing a decline of work performance from employees with normally satisfying job performance and potential. These will be provided through direct, unlimited and confidential access to a toll-free Life Management service offered by the Department of Education.
 - (f) Establishing and maintaining a holistic approach to remedy personal, social and emotional problems.
 - (g) Increasing the level of interpersonal skills within the institution.
 - (h) Providing employees with a healthy, safe and satisfying working environment.

3.4.2 Development of Immediate School Community

- To conduct opportunities for growth and development of the immediate school community (learners, staff, parents and school governing body) in the spirit of 'ubuntu'.
- To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards as required.

3.5 MANAGING THE SCHOOL AS AN ORGANISATION

3.5.1 General Institutional Management

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- To provide strategic leadership in the absence of the principal.
- To ensure that the school's environment is safe and secure for all learners and staff members.
- To assist the principal in making sure the school has the required school accounts and records.
- To implement transparent decision-making structures and solve problems in a creative fashion.
- To assist in ensuring that a School Log Book or Incident Book is maintained containing a record of all-important events connected with the school.
- To assist in managing all external project interventions and visits to ensure that they benefit the school and are articulated with the school's needs.

3.5.2 Manage Information

- To manage sensitive information, particularly learner and educator personnel files, ensuring that they are properly maintained, stored and accessible to those authorized to view them

3.6 WORKING WITH AND FOR THE IMMEDIATE SCHOOL COMMUNITY AS WELL AS THE BROADER COMMUNITY

3.6.1 The immediate school community

- To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.
- To support and render strategic advice to the school governing body.
- To meet parents concerning learners' progress and conduct as required by the principal.
- To supervise and advise the Representative Council of Learners and act as a link between the RCL and the school's management team.
- To assist in ensuring that the school has a functioning school governing body.

3.6.2 Broader Community Networking and Partnership

- To serve on recruitment, promotion, advisory and other committees as required.
- To liaise with the District Office, Supplies Section, Finance Section, and any others, concerning administration, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners as required.
- To participate in community activities in connection with educational matters and community development.
- To liaise with relevant Government Departments, e.g. Departments of Health, Social Development, Safety and Security, Public Works, and sports, social, cultural and community organisations as required.
- To understand the community the school serves and therefore:
 - a) Understand the socio-economic and political issues impacting on the teaching and learning programme and adapt it accordingly;
 - b) Assist in setting up community-school partnerships to support teaching and learning programmes;
 - c) Support fundraising structures and initiatives.

3.7 MANAGING HUMAN RESOURCES (STAFF) IN THE SCHOOL

3.7.1 Staff establishment

- To assist the principal with departmental procedures to be followed with regard to the advertising and filling of posts (educators, as well as support staff).
- When requested, to liaise with the district office (Personnel Section) concerning staffing (appointments etc).

3.7.2 Conditions of service of staff

- To provide information/advice/support to educators and support staff regarding their conditions of service.
- To liaise with the district office (Personnel Section), with regard to conditions of service problems experienced.
- To assist staff members with solving of conditions of service problems.

3.7.3 Labour-related Matters

- To assist the principal in ensuring that a positive labour environment exists at the school.
- To ensure that educators and support staff are informed about legislation and procedures relating to their conduct and actions (e.g. section 17 and 18 of the Employment of Educators Act, the Children's Act, etc.).
- To ensure that the prescribed procedures are followed with regard to any disciplinary action.
- To deal with grievances of educators and support staff in terms of the relevant ELRC and PSCBC resolutions.

3.8 MANAGEMENT AND ADVOCACY OF EXTRA-MURAL ACTIVITIES

3.8.1 Extra-mural activities

- To encourage and support learners to take part in extra-mural activities.
- To involve educators in extra-mural activities.
- To assist with the management/organisation of extra-mural activities.
- To involve the community with extra-mural activities, when applicable.

PRINCIPAL

1. JOB TITLE

Principal

2. THE AIM OF THE POST

To provide effective school leadership and management that promotes a school ethos conducive to the delivery of quality education and positive learning experiences for all learners.

3. CORE DUTIES AND RESPONSIBILITIES OF THE POST

The duties and responsibilities of the job, as designated below, allow for taking socio-economic factors and the context and needs of the particular school into account. These may include, but are not limited to, the following:

3.1 LEADING THE LEARNING SCHOOL

3.1.1 Curriculum Management

- To champion and provide professional leadership within the school, which involves a comprehensive understanding of the curriculum, and ensures functional curriculum structures in the school.
- To provide leadership and management structures to ensure that the school has a working timetable based on subject and classroom allocation that best uses the resources of the school within the context of NCS/CAPS.
- To liaise with relevant institutional, professional and community structures regarding school curricular/co-curricular activities and curriculum development, monitoring, support and evaluation, and to ensure educator and learner involvement.
- To ensure that learning is relevant to developing the potential of every learner to become an active member of society equipped to participate in and contribute to advancement and well being of the community.

3.1.2 Teaching

- To engage in class teaching as per the workload of the relevant post level and the needs of the school.
- To be a class teacher if required.
- To assess and to record the attainment of learners taught and manage their progression.

3.1.3 Promoting Information, Communication and Technology (ICT) in Learning

- To promote the use of ICT in supporting curriculum delivery and in recording learner progress.

3.1.4 Human Resource Support

- To oversee learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners. Particular attention must be paid to ensuring that vulnerable learners have access to appropriate learning experiences and are adequately supported.
- To make effective use of parents and other community members as resources and partners in the learning process.
- To ensure that learner discipline is handled appropriately within the law in order to maximise learning.

3.2 SHAPING THE DIRECTION AND DEVELOPMENT OF THE SCHOOL

3.2.1 School Development/Improvement Planning

- To ensure the school has a collectively developed vision and mission and policies which are underpinned by a set of agreed values and that these are understood and practiced.
- To ensure that the school is a safe and secure environment allowing conditions for planning and implementation.
- To champion the school's School Development and Improvement Plans and ensure that they are implemented as planned.
- To ensure planning is done on time and is evidence-based.
- To actively seek out and invite the support of a range of people with expertise who can assist with the development of the school.
- To report to the Head of Department on the School Improvement Plan in terms of the requirements of the South African Schools Act (SASA)
- To prepare and submit to the HoD an annual report in respect of –
 - a) The academic performance of the school in relation to minimum outcomes and standards and procedures for assessment determined by the Minister, and
 - b) The effective use of available resources.

3.2.2 Evidence-based planning

- To ensure that data is collected on a range of school activities and resources to ensure that planning is evidence-based and to inform sound school management and provide reliable statistics to the district office.
- To ensure that the school has the necessary systems in place to promote effective communication to ensure decisions are executed as planned.
- To bring to the attention of the Department what the school's needs are regarding resources and physical infrastructure to deliver on the school's plans and allow for effective learning and teaching, and to utilise the existing resources and physical infrastructure effectively.

3.3 MANAGING QUALITY AND SECURING ACCOUNTABILITY

3.3.1 Quality Assurance of the Learning Environment

- To ensure the effective use and safekeeping of all movable and immovable assets in the school.
- To ensure the correct completion of all attendance registers and the use of these registers to inform appropriate action over absenteeism.
- To make regular physical infrastructure inspections of the school to ensure that the school premises and equipment are being used properly and that a register of assets is maintained and they are safe.
- To monitor the hostel, if one is attached to the school, and all related activities.
- To ensure that:
 - a) Learning and Teaching Support Materials (LTSMs) are reviewed and that they are being used effectively;
 - b) all learners in the school have the required learning resources including textbooks and stationery;
 - c) the school has an efficient textbook retrieval system.;
 - d) the school has a disciplined learning environment;
 - e) all educators and learners in the school are present and punctual, and
 - f) discipline is maintained.

3.3.2 Appraisal Practice

- To promote assessment practices and monitor and use evidence to manage and improve learner outcomes at every grade level in the school.
- To fulfil the purpose and aim of the staff appraisal process by:
 - a) Conducting a staff skills audit;
 - b) Facilitating advocacy and training on staff appraisal processes;
 - c) Ensuring that teacher appraisal processes are conducted uniformly and fairly at the school;
 - d) Conducting lesson observations;
 - e) Consolidating teacher appraisal reports from the Departmental Heads,
 - f) Organising staff development and intervention programmes.
 - g) Verifying that the information provided in the assessment instruments is accurate and properly completed;
 - h) Analysing and using the comprehensive results of the staff appraisal process to regularly review professional practice with the aim of improving teaching, learning and management, and
 - i) Allocating funds for staff development programmes.

3.3.3. Learner Assessment

- To ensure that departmental policy/procedures are followed with regard to provincial/national examinations/assessment administration thereof (e.g. Grade 12 examinations, ANA, SBA).
- To ensure that all marking and moderation of learner assessments are completed within the required timeframes.
- To consolidate learner assessment outcomes, plan and monitor intervention activities.

3.4 DEVELOPING AND EMPOWERING SELF, OTHERS AND WELLNESS OF THE STAFF

3.4.1 Staff Development (teachers and support staff)

- To promote and ensure that effective high quality staff training programmes are planned and implemented, including orientation and induction programmes for staff.
- To co-operate with higher education institutions and other agencies in relation to learners' records and performance.
- To assist educators in developing and achieving educational objectives in accordance with the needs of the school.

- To oversee the mentoring, coaching and general support of novice and under-performing teachers.
 - To understand the purpose and aims of staff development systems and oversee the effective implementation and management of quality management systems (E.G. TPA and PMDS) in order to inform whole school and staff development.
 - To promote and encourage reflective practices among educators as well as sharing of expertise among peers.
 - To ensure that Departmental circulars and other relevant information received are brought to the attention of staff.
 - To ensure that a programme focussing on the wellbeing of the staff is in place
- (a) Providing of constructive assistance to every employee who is experiencing any form of personal challenge, be it physical illness, mental and emotional illness, family distress, financial, alcoholism, drug dependency, legal or other problems.
 - (b) Rendering a confidential service aimed at assisting employees to improve their efficiency and quality of life by means of preventive and remedial services.
 - (c) Timeously identifying, assessing and referring employees experiencing personal problems or poor work performance to specialist treatment, either internal or external services, for successful re-integration into the work environment. This will be in the form of direct, unlimited and confidential access to multilingual, toll-free psychological counselling services.
 - (d) Referring employees to appropriate counselling resources on a discretionary basis (i.e. with pre-authorisation) whose needs extend beyond the provision of telephone counselling.
 - (e) Preventing a decline of work performance from employees with normally satisfying job performance and potential. These will be provided through direct, unlimited and confidential access to a toll-free Life Management service offered by the Dept. of Education.
 - (f) Establishing and maintaining a holistic approach to remedy personal, social and emotional problems.
 - (g) Increasing the level of interpersonal skills within the institution.
 - (h) Providing employees with a healthy, safe and satisfying working environment.

3.4.2 Development of Immediate School Community

- To apply the principles of 'ubuntu' in creating opportunities for growth and development of the school community (learners, staff, parents and school governing body).
- To work as a team player.
- To ensure that relevant Departmental circulars and other information received are brought to the attention of school community members, and clarified for them, as well as being easily accessible.
- To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards.
- To develop strategies to engage and promote leadership development among learners and educators, fostering opportunities to practice behaviour such as initiative, responsibility and commitment.

3.5 MANAGING THE SCHOOL AS AN ORGANISATION

3.5.1 Financial Management

- To manage the school's finances and apply necessary controls to maximize the use of the funds available and account for all spending.
- To support the school governing body in developing the annual budget and provide data to inform the planning, including enrolment, fee exemption and collection levels.
- To support the school fundraising efforts.
- To keep various kinds of school accounts and statutory records properly and make the best use of funds for the benefit of the learners in consultation with the management team and in accordance with the appropriate systems and structures.
- To support the School Governing Body in having the school's accounts audited annually as prescribed in law.
- To implement transparent decision-making structures and solve problems in a creative fashion.

3.5.2 General institutional management

- To ensure that the school's environment is safe and secure for all learners and staff members.
- To ensure a School Log Book or Incident Book is maintained containing a record of all-important events connected with the school.

- To ensure systems are in place for the management of all correspondence received at the school.
- To ensure that all external project interventions and visits are managed, that they benefit the school and are articulated with the school's needs.
- To ensure the implementation of policy and legislation. (SASA, section 16A(2)(a)(i) – (vi))

3.5.3 Manage Information

- To manage relations with the media within the context of the Promotion of Access to Information Act and provincial guidelines.
- To manage sensitive information, particularly learner and educator personnel files, ensuring that they are properly maintained, stored and accessible to those authorized to view them.

3.6 WORKING WITH AND FOR THE IMMEDIATE SCHOOL COMMUNITY, AS WELL AS THE BROADER COMMUNITY

3.6.1 Immediate school community

- To serve on the governing body of the school and render all necessary assistance to the governing body in the performance of its functions in terms of the SA Schools Act, as amended.
- To ensure that the school has a functioning school governing body.
- To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.
- To support and render strategic advice to the school governing body.

3.6.2 Broader Community Networking and Partnership

- To serve on recruitment, promotion, advisory and other committees as required.
- To liaise with the District Office, Supplies Section,, Finance Section, and any others, concerning administration, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners
- To understand the community the school serves and therefore:
 - (a) Understand the socio-economic and political issues impacting on the teaching and learning programme and adapt it accordingly;

- (b) Set up community-school partnerships to support teaching and learning programmes;
 - (c) Set up or support fundraising structures and initiatives.
- To participate in community activities in connection with educational matters and community development.
 - To liaise with relevant Government Departments, e.g. Departments of Health, Social Development, Safety and Security, Public Works, and sports, social, cultural and community organizations, as required.

3.7 MANAGING HUMAN RESOURCES (STAFF) IN THE SCHOOL

3.7.1 Staff establishment

- To ensure that departmental procedures are followed with regard to the advertising and filling of posts (educators, as well as support staff).
- To make every effort to fill vacant posts (permanent as well as temporary posts).
- To bring to the attention of the Circuit Manager any vacancies that cannot be filled.
- To liaise with the district office (Personnel Section) concerning staffing (appointments etc).

3.7.2 Conditions of service of staff

- To provide information/advice/support to educators and support staff regarding their conditions of service.
- To liaise with the district office (Personnel Section), with regard to conditions of service problems experienced.
- To assist staff members with solving of conditions of service problems.

3.7.3 Labour-related Matters

- To ensure that a positive labour environment exists at the school.
- To ensure that educators and support staff are informed about legislation and procedures relating to their conduct and actions (e.g. section 17 and 18 of the Employment of Educators Act, the Children's Act, etc.).
- To ensure that the prescribed procedures are followed with regard to any disciplinary action.

- To deal with grievances of educators and support staff in terms of the relevant ELRC and PSCBC resolutions.
- To report to the Circuit Manager cases of misconduct and grievances when and as required in terms of departmental policy.

3.8 MANAGEMENT AND ADVOCACY OF EXTRA-MURAL ACTIVITIES

3.8.1 Extra-mural activities

- To ensure that the school offers extra-mural activities (e.g. sport and cultural activities) to its learners, taking the needs and circumstances of the school, as well as socio-economic factors into account.
- To encourage and support learners to take part in extra-mural activities.
- To ensure educators' participation in extra-mural activities.
- To oversee the organisation/management of extra-mural activities.
- To involve the community with extra-mural activities, when applicable.

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